



Impact of Social Media Marketing on Dibimbing Enrollment Decisions: Mediating Social Proof

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Abstract

The rapid growth of digital bootcamp providers has intensified competition, making Social Media Marketing (SMM) an essential strategy for attracting Dibimbing bootcamp enrollees. This study investigates the impact of Social Media Marketing on Bootcamp Enrollment Decisions, with Social Proof serving as a mediating variable among Dibimbing's audience. A quantitative research design was employed using purposive sampling, and data were collected from 98 respondents through an online questionnaire distributed via Google Forms. The data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS 4. The findings reveal that Social Media Marketing has a positive and significant effect on both Social Proof and Bootcamp Enrollment Decisions. In addition, Social Proof significantly influences Bootcamp Enrollment Decisions and mediates the relationship between Social Media Marketing and enrollment decisions. These findings support Social Learning Theory, indicating that testimonials, reviews, and alumni success stories shared through social media enhance Dibimbing bootcamp enrollees trust and confidence. The study contributes to digital marketing literature by highlighting the importance of integrating Social Media Marketing with Social Proof to increase bootcamp enrollment decisions.

Keywords: Social Proof, Bootcamp Enrollment Decision, Social Learning Theory, Social Media Marketing, PLS-SEM.

Abstract

Pertumbuhan pesat penyedia bootcamp digital telah meningkatkan persaingan, menjadikan Pemasaran Media Sosial (SMM) sebagai strategi penting untuk menarik calon peserta. Studi ini meneliti dampak Pemasaran Media Sosial terhadap Keputusan Pendaftaran Bootcamp, dengan Bukti Sosial sebagai variabel mediasi di antara audiens Dibimbing. Desain penelitian kuantitatif digunakan dengan menggunakan pengambilan sampel bertujuan, dan data dikumpulkan dari 98 responden melalui kuesioner online yang didistribusikan melalui Google Forms. Data dianalisis menggunakan Pemodelan Persamaan Struktural Kuadrat Terkecil Parsial (PLS-SEM) dengan SmartPLS 4. Hasil penelitian menunjukkan bahwa Pemasaran Media Sosial memiliki pengaruh positif dan signifikan terhadap Bukti Sosial dan Keputusan Pendaftaran Bootcamp. Selain itu, Bukti Sosial secara signifikan memengaruhi Keputusan Pendaftaran Bootcamp dan memediasi hubungan antara Pemasaran Media Sosial dan keputusan pendaftaran. Temuan ini mendukung Teori Pembelajaran Sosial, yang menunjukkan bahwa testimoni, ulasan, dan kisah sukses alumni yang dibagikan melalui media sosial meningkatkan kepercayaan dan keyakinan calon peserta. Studi ini memberikan kontribusi pada literatur pemasaran digital dengan menyoroti pentingnya mengintegrasikan Pemasaran Media Sosial dengan Bukti Sosial untuk meningkatkan keputusan pendaftaran bootcamp.

Kata Kunci: Bukti Sosial, Keputusan Pendaftaran Bootcamp, Teori Pembelajaran Sosial, Pemasaran Media Sosial, PLS-SEM.

INTRODUCTION

The rapid advancement of digitalization has significantly transformed labor market demands, requiring individuals to continuously upgrade their competencies to remain competitive. In Indonesia, the increasing need for digital talent has encouraged many individuals to participate in intensive training programs, particularly bootcamps, which offer practical and industry-oriented learning experiences within a relatively short period. According to the Center for Digital Society ([Syafa et al., 2024](#)), bootcamps have become one of the strategic approaches for developing hard skills, improving employability, and expanding career opportunities in various digital fields. As a result, bootcamp providers in Indonesia have experienced substantial growth, offering programs ranging from software development and data science to digital marketing and UI/UX design ([Pratama, 2025](#)).

The rapid expansion of the bootcamp industry has intensified competition among providers, making effective marketing strategies increasingly important. Among various promotional channels, social media has become one of the most influential platforms for reaching Dibimbing bootcamp enrollees due to its ability to facilitate two-way communication, deliver engaging content, and build relationships with audiences. Social Media Marketing (SMM) enables organizations to disseminate information efficiently while enhancing brand awareness and audience engagement through interactive content, testimonials, videos, and community discussions. Consequently, bootcamp providers increasingly rely on social media to communicate their value propositions and attract potential learners.

One prominent example is Dibimbing, an Indonesian upskilling platform that actively utilizes social media as its primary marketing channel. Rather than relying solely on conventional promotional content, Dibimbing strategically features its alumni by showcasing testimonials, career achievements, salary improvements, and employment success after completing its bootcamp programs. This strategy reflects the application of social proof, where Dibimbing bootcamp enrollees evaluate the credibility and quality of a service based on the experiences and recommendations of previous users. By presenting authentic success stories, Dibimbing attempts to reduce uncertainty and strengthen Dibimbing bootcamp enrollees confidence in enrolling in its bootcamp programs.

Despite the growing popularity of bootcamps, several concerns have emerged regarding the quality and credibility of these programs. Reports indicate that some bootcamp providers charge relatively high tuition fees while failing to fulfill their promises regarding job placement, mentoring quality, or career outcomes. Furthermore, many participants tend to prioritize obtaining certificates rather than acquiring practical competencies that are valued in the workplace ([Pratama, 2025](#)). These issues create uncertainty among Dibimbing bootcamp enrollees when selecting a bootcamp provider and increase the importance of trustworthy information before making enrollment decisions.

Previous studies have highlighted the importance of social influence in technology adoption and educational contexts. [Novella et al. \(2026\)](#) reported that approximately 59% of IT bootcamp graduates possessed sufficient soft skills to effectively utilize their technical competencies in professional environments. [Novella et al. \(2026\)](#) found that the intention to adopt e-learning systems in developing countries is significantly influenced by perceived usefulness, perceived ease of use, quality of life, and social influence. ([Bintang et al., 2024](#)) also demonstrated that social factors play an essential role in students' continuance intention to use e-learning systems. These findings suggest that social influence remains a critical determinant in individuals' educational decision-making processes.

From a marketing perspective, previous studies consistently demonstrate that Social Media Marketing positively influences consumer awareness, engagement, and purchasing behavior. ([Hasan & Sohail, 2021](#)) as well as ([Mason et al., 2021](#)) argue that, despite the increasing popularity of Social Media Marketing, empirical studies investigating its influence on purchase decisions remain relatively limited. ([Sharma et al., 2021](#)) further explain that as consumers become more aware of a brand through social media, they actively seek additional information and evaluate available alternatives before making purchase decisions. In digital service contexts, consumers generally rely on online information, peer recommendations, and user-generated content to reduce uncertainty and perceived risk.

In addition to Social Media Marketing, research on social proof has continued to develop as an important factor influencing consumer behavior in digital environments. Social proof, manifested through online reviews, testimonials, ratings, and user-generated content, serves as a psychological mechanism that shapes individuals' perceptions and decisions by observing the experiences of others. ([Sugiarto & Hanif, 2023](#)) found that online reviews and testimonials significantly influence consumers'

purchasing decisions in e-commerce settings. However, while the effectiveness of social proof has been widely examined in online retail and e-commerce, empirical evidence regarding its mediating role in educational service decisions, particularly bootcamp enrollment, remains limited.

The mediating role of Social Proof is theoretically important because Social Media Marketing does not necessarily influence enrollment decisions solely through direct promotional communication. Bootcamp services are characterized by uncertainty because prospective participants cannot fully evaluate the quality of instruction, learning outcomes, or career benefits before experiencing the service. Consequently, prospective participants may seek information from other users who have already experienced the program. Social Media Marketing facilitates this process by increasing the visibility of testimonials, reviews, recommendations, and alumni success stories. These socially derived cues provide validation that can reduce perceived uncertainty and strengthen confidence in the provider. Therefore, Social Proof explains how exposure to Social Media Marketing can be translated into a more favorable enrollment decision. Without considering this mediating mechanism, the direct relationship between Social Media Marketing and enrollment decision would indicate whether an effect exists but would provide limited explanation of the psychological process through which that effect occurs.

Although numerous studies have separately examined Social Media Marketing, social proof, and consumer decision-making, several research gaps remain. First, previous research predominantly focuses on purchasing decisions for tangible products or e-commerce services, whereas studies investigating enrollment decisions in digital education services, such as bootcamps, are still scarce. Second, limited research has explored how Social Media Marketing influences bootcamp enrollment decisions through the mediating mechanism of social proof. Third, empirical evidence focusing on Indonesian digital upskilling platforms, particularly Dibimbing, remains limited despite the rapid growth of the country's digital education market.

Based on these gaps, this study aims to examine the influence of Social Media Marketing on Bootcamp Enrollment Decisions by incorporating Social Proof as a mediating mechanism. The novelty of this study lies not merely in examining a specific bootcamp provider, but in explaining the psychological mechanism through which social media marketing is translated into enrollment decisions. Specifically, this study proposes that Social Media Marketing influences enrollment decisions not only directly, but also indirectly by increasing the salience and credibility of social proof derived from testimonials, reviews, recommendations, and alumni success stories. Grounded in Social Learning Theory, the study conceptualizes Social Media Marketing as an environmental stimulus that exposes individuals to socially informative experiences, Social Proof as the social influence mechanism through which these observations are interpreted and validated, and Bootcamp Enrollment Decision as the resulting behavioral response. This perspective provides a more comprehensive explanation of how digital marketing communication influences enrollment decisions in educational service contexts.

LITERATURE REVIEW

Social Learning Theory as the Theoretical Foundation

This study is grounded in Social Learning Theory (Bandura), which provides the primary theoretical foundation for explaining how individuals learn from observing the experiences and behaviors of others. In digital higher education contexts, such observational learning exposes Dibimbing bootcamp enrollees to socially informative cues, including alumni testimonials, student experiences, recommendations, reviews, and success stories. These cues can exert social influence by shaping individuals' perceptions and evaluations of alternative educational choices. Within this process, social proof represents a specific mechanism through which the observed experiences, choices, and outcomes of others are interpreted as evidence of the desirability and credibility of an institution. Consequently, social proof may strengthen Dibimbing bootcamp enrollees decision to enroll.

Social Learning Theory (SLT), introduced by ([Bandura, 1977](#); [Nabavi & Bijandi, 2012](#)) explains that individuals acquire new knowledge, attitudes, and behaviors through observation, modeling, and imitation of others within their social environment. Rather than relying solely on direct personal experience, individuals learn by observing the actions and outcomes experienced by other people. Furthermore, Social Learning Theory emphasizes the concept of reciprocal determinism, which suggests that human behavior is shaped by the continuous interaction among personal factors, behavior, and the surrounding environment. In other words, the social environment influences individual behavior, while individuals also actively interpret and respond to environmental stimuli. Therefore,

information obtained from the surrounding environment becomes an important source for guiding individual attitudes and decision-making.

In the context of this study, Social Learning Theory provides an appropriate theoretical foundation for explaining how Dibimbing bootcamp enrollees make enrollment decisions based on information available on social media ([Bhukya & Paul, 2023](#)). Dibimbing actively utilizes Social Media Marketing by sharing educational content, promotional campaigns, testimonials, reviews, and success stories from its alumni across social media platforms. These marketing activities provide Dibimbing bootcamp enrollees with opportunities to observe the experiences and outcomes of previous participants. Through observational learning, Dibimbing bootcamp enrollees evaluate the credibility, usefulness, and expected outcomes of Dibimbing's bootcamp by observing the experiences and achievements shared by alumni and other participants.

Accordingly, this study conceptualizes Social Proof as a specific social influence mechanism that mediates the relationship between Social Media Marketing and the Decision to Enroll in a Bootcamp. Testimonials, reviews, recommendations, and alumni success stories function as observational cues that reduce uncertainty and strengthen Dibimbing bootcamp enrollees confidence in the bootcamp. Based on Social Learning Theory, individuals are more likely to imitate behaviors that they perceive as producing positive outcomes for others. Therefore, this study proposes that Social Media Marketing acts as the stimulus, Social Proof serves as the mediating social influence, and the Decision to Enroll in a Bootcamp represents the behavioral response, providing a theoretical explanation for the proposed relationships among the research variables.

Social Media Marketing

Social Media Marketing (SMM) has become one of the most effective digital marketing strategies for establishing customer relationships, increasing brand awareness, and influencing consumer decision-making in the digital era. The rapid advancement of communication technologies and social networking platforms has enabled organizations to interact, communicate, and collaborate with consumers more efficiently than through traditional marketing channels. Previous studies have highlighted that social media facilitates stronger customer engagement and enables organizations to reach broader audiences through interactive communication and personalized content ([McClure & Seock, 2020](#); [Hasan & Sohail, 2021](#)). As consumers become increasingly accustomed to communicating through social media, they also expect organizations to interact using similar digital channels ([Li, Larimo, & Leonidou 2021](#); [Li, Larimo, & Leonidou, 2023](#)). Consequently, social media has evolved beyond a promotional platform into a dynamic environment where consumers actively seek, evaluate, and exchange information before making decisions.

Previous literature identifies four important dimensions of Social Media Marketing is perceived relevance, interactivity, entertainment, and informativeness that significantly influence consumer attitudes and behavioral intentions ([Mishra et al., 2021](#); [Puriwat & Tripopsakul, 2021](#)). Relevant and informative content enables consumers to better understand products or services, while interactive and entertaining content increases engagement and strengthens relationships between brands and consumers. Recent empirical studies continue to confirm the importance of Social Media Marketing in influencing consumer decisions. For example, ([Rakhmawati, 2023](#)) examined the role of Social Media Marketing in marketplace purchasing decisions and emphasized its importance in shaping consumer decision-making processes. Similarly, ([Anggara et al., 2024](#)) found that social media activities, particularly content creation and community building, positively influence purchasing decisions by enhancing consumer engagement and perceived value. In addition, recent evidence from Indonesia indicates that effective Social Media Marketing significantly improves consumers' purchase decisions by increasing information quality and customer engagement.

Beyond its direct influence on consumer decisions, Social Media Marketing also generates Social Proof by encouraging electronic word-of-mouth (eWOM), testimonials, online reviews, recommendations, and other forms of user-generated content. [Dwivedi et al. \(2021\)](#) argue that credible and useful eWOM significantly influences consumers' information adoption and behavioral intentions because information shared by previous users is generally perceived as more trustworthy than firm-generated promotional content. This mechanism is consistent with Social Proof Theory, which explains that individuals tend to rely on the experiences and behaviors of others when making decisions under conditions of uncertainty ([Naeem, 2021](#)). In the context of digital education services, Dibimbing

bootcamp enrollees frequently evaluate alumni testimonials, participant reviews, and career success stories shared on social media before deciding to enroll in a bootcamp. Therefore, Social Media Marketing is expected not only to directly influence Bootcamp Enrollment Decisions, but also to indirectly influence these decisions by strengthening Social Proof, which reduces uncertainty and increases confidence in the quality and credibility of Dibimbing's bootcamp programs.

H1: Social Media Marketing has a positive effect on Social Proof among Dibimbing's audience.

H2: Social Media Marketing has a positive effect on the Decision to Enroll in a Bootcamp among Dibimbing's audience.

Social Proof

Social Proof Theory was introduced by [Cialdini \(1984\)](#) as one of the fundamental principles of social influence, explaining that individuals tend to observe and imitate the behaviors of others when they are uncertain about the appropriate course of action. According to [Naeem \(2021\)](#), people often assume that if many others behave in a certain way, that behavior is likely to be correct. This phenomenon, also referred to as informational social influence, suggests that individuals use the experiences, opinions, and actions of others as references for making their own decisions ([Naeem, 2021](#)). [Patwa et al. \(2026\)](#) further define social proof as a psychological and social process in which individuals adopt the behavior of others in an effort to make appropriate or normative decisions, particularly when they have limited information or perceive uncertainty.

In digital marketing, Social Proof has become increasingly important because consumers are frequently exposed to user-generated content such as online reviews, ratings, testimonials, recommendations, and social media interactions before making decisions ([Hu et al., 2020](#); [Nadroo et al., 2026](#)), people often assume that if many others behave in a certain way, that behavior is likely to be. Unlike social proof in everyday social situations, which guides appropriate behavior, social proof in marketing primarily functions to enhance the perceived credibility and trustworthiness of products, services, or brands ([Naeem, 2021](#)). Previous studies have consistently demonstrated that social media facilitates the generation of social proof by enabling consumers to share experiences and influence one another through electronic word-of-mouth (eWOM). ([Naeem, 2021](#)) found that social media serves as an effective platform for generating social proof through user interactions and online engagement, while [Patwa et al. \(2026\)](#) showed that social proof significantly influences consumers' purchasing behavior in social media shopping environments. Furthermore, in Indonesia, the influence of social proof is strengthened by the country's collectivist culture, where individuals tend to consider the opinions, recommendations, and experiences of others before making decisions ([Nadira, 2024](#)).

In the context of this study, Social Proof refers to the influence of alumni testimonials, participant reviews, recommendations, and success stories shared through Dibimbing's social media platforms on Dibimbing bootcamp enrollees decisions to enroll in a bootcamp. As enrolling in a bootcamp requires considerable investments of time, effort, and financial resources, Dibimbing bootcamp enrollees often seek validation from individuals who have previously completed the program. Testimonials regarding career advancement, skill improvement, and employment outcomes provide observational evidence that reduces uncertainty and increases confidence in the quality of Dibimbing's bootcamp. Therefore, Social Proof is proposed as the mediating mechanism through which Social Media Marketing influences Bootcamp Enrollment Decisions, as Dibimbing bootcamp enrollees are more likely to enroll after observing positive experiences and outcomes shared by alumni and other participants.

H3: Social Proof has a positive effect on the Decision to Enroll in a Bootcamp among Dibimbing's audience.

H4: Social Proof mediates the relationship between Social Media Marketing and the Decision to Enroll in a Bootcamp among Dibimbing's audience.

RESEARCH METHOD

This study employed a quantitative research approach to examine the relationships among Social Media Marketing, Social Proof, and Bootcamp Enrollment Decisions among Dibimbing's audience. The study employed purposive sampling to select respondents who met the specific requirements of the research context. The questionnaire was distributed to 181 potential respondents, resulting in 112 responses. The collected responses were subsequently screened to ensure that the respondents met the predefined eligibility criteria and that each response represented a unique observation. After data

screening and removal of invalid or duplicate responses, 98 valid responses were retained for further analysis.

The final sample consisted of 98 respondents who had previously participated in a Dibimbing webinar or free class related to its bootcamp programs and had subsequently enrolled in or participated in a Dibimbing bootcamp. This criterion was applied because the study focuses on respondents who had direct exposure to Dibimbing's digital marketing communication and sufficient experience to evaluate the factors associated with their enrollment decision. Therefore, the respondents were considered appropriate for examining the relationships between Social Media Marketing, Social Proof, and Bootcamp Enrollment Decision. The detail presented by table 1 below:

Table 1. Respondent Screening Criteria

Criterion	Requirement
Dibimbing exposure	Respondent has been exposed to Dibimbing's marketing content
Webinar participation	Respondent has participated in a Dibimbing webinar/free class related to bootcamp
Bootcamp experience	Respondent has enrolled in or participated in a Dibimbing bootcamp
Response validity	One unique and valid questionnaire response
Final sample	98 respondents

The data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS 4. PLS-SEM was selected because the study examines a model involving multiple latent constructs and a mediation relationship and is appropriate for prediction-oriented structural modeling with relatively small samples ([Hair et al., 2020](#)). The analysis was conducted in two stages. First, the measurement model was assessed through indicator reliability, internal consistency reliability, convergent validity, and discriminant validity. Second, the structural model was evaluated using the coefficient of determination (R^2), effect size (f^2), predictive relevance (Q^2), and bootstrapping to assess the significance of the hypothesized direct and indirect relationships.

For the mediation analysis, this study employed the bootstrapping procedure in SmartPLS 4 rather than the Sobel test. Bootstrapping was selected because it directly evaluates the significance of the indirect effect by repeatedly resampling the observed data and does not rely on the assumption that the sampling distribution of the indirect effect is normally distributed. Therefore, the mediation hypothesis was assessed based on the bootstrapped indirect effect, its t-statistic, and p-value.

Table 2. Questionnaire Items

Variable	Code	Questionnaire Item
Social Media Marketing (SMM) Source: Li et al. (2021) ; Dwivedi et al. (2021) , adapted to Dibimbing	SMM1	The social media content published by Dibimbing attracts my attention.
	SMM2	Dibimbing's social media provides useful information about its bootcamp programs.
	SMM3	The information shared on Dibimbing's social media is clear and easy to understand.
	SMM4	The content posted on Dibimbing's social media increases my interest in its bootcamp programs.
	SMM5	Dibimbing actively interacts with its audience through social media.
	SMM6	Dibimbing responds well to questions or comments on social media.
	SMM7	Dibimbing's social media appears professional and trustworthy.
	SMM8	I often engage with Dibimbing's social media content (e.g., like, comment, share, or save).

Social Proof (SP) Source: Cialdini (1984) ; Naeem (2021) ; Patwa et al. (2026) , adapted to bootcamp	SMM9	The content shared by Dibimbing is relevant to my learning or career needs.
	SMM10	Overall, Dibimbing uses social media effectively to promote its bootcamp programs.
	SP1	Testimonials from Dibimbing alumni increase my confidence in the bootcamp.
	SP2	Reviews shared by previous participants help me evaluate Dibimbing's bootcamp.
	SP3	Seeing many people participate in Dibimbing's bootcamp makes me believe it is a good program.
	SP4	Success stories shared by Dibimbing alumni influence my perception of the bootcamp.
	SP5	Recommendations from alumni or other participants influence my decision to enroll.
	SP6	Positive experiences shared by other Dibimbing participants strengthen my perception that the bootcamp is a credible program.
	DE1	I recognized a need to improve my skills before deciding to enroll in a bootcamp.
	DE2	I sought information about Dibimbing's bootcamp before making my enrollment decision.
Decision to Enroll (DE) Source: Dwivedi et al. (2021) , Ngo et al., (2026)	DE3	I compared Dibimbing's bootcamp with other available bootcamp providers before making my enrollment decision.
	DE4	I evaluated the benefits offered by Dibimbing before making my enrollment decision.
	DE5	The information I obtained about Dibimbing helped me decide to enroll in its bootcamp.
	DE6	I was confident when making my decision to enroll in Dibimbing's bootcamp.
	DE7	I considered enrolling in Dibimbing's bootcamp to be the right decision for my learning needs.
	DE8	My decision to enroll in Dibimbing's bootcamp was based on my overall evaluation of the program.
	DE9	Overall, I made a deliberate decision to enroll in Dibimbing's bootcamp after considering the available information.

Source: Data obtained by researchers (2026)

RESULT

Table 3. Statistic Descriptives

Variabel	Min	Max	Mean	Std.Dev
SMM	1	5	4,16	0,859
SP	1	5	3,57	1,198
DE	1	5	4,03	0,907

Source: Data obtained by researchers (2026)

Table 3 presents the descriptive statistics of the study constructs. The mean scores ranged from 3.57 to 4.16 on a five-point Likert scale, indicating that respondents generally reported favorable perceptions of the constructs examined. SMM recorded the highest mean score ($M = 4.16$, $SD = 0.859$), followed by DE ($M = 4.03$, $SD = 0.907$), whereas SP exhibited the lowest mean score ($M = 3.57$, $SD = 1.198$). The standard deviation values indicate a relatively consistent pattern of responses across the constructs, although SP demonstrated greater variability than SMM and DE. Overall, the descriptive statistics suggest that respondents expressed relatively positive perceptions of all constructs, providing a suitable basis for subsequent measurement and structural model analyses. The empirical investigation employs a two-stage structural equation modeling approach via partial least squares path modeling, a

methodology widely advocated in scholarly research for its robustness in complex causal path analysis ([Hair et al., 2022](#)).

Measurement Model Analysis

The initial phase involves evaluating the validity and reliability of the latent constructs to ensure that the measurement instruments meet the necessary statistical thresholds for internal consistency and discriminant validity ([Haudi et al., 2021](#); [Kurdi et al., 2022](#)).

Table 4. Loadings

DE		SMM		SP	
DE1	0,835	SMM1	0,824	SP1	0,799
DE2	0,763	SMM2	0,816	SP2	0,752
DE3	0,727	SMM3	0,803	SP3	0,800
DE4	0,814	SMM4	0,858	SP4	0,792
DE5	0,806	SMM5	0,773	SP5	0,776
DE6	0,705	SMM6	0,757	SP6	0,886
DE7	0,773	SMM7	0,774		
DE8	0,793	SMM8	0,804		
DE9	0,774	SMM9	0,785		
		SMM10	0,781		

Source: Data obtained by researchers (2026)

The measurement model was evaluated by examining the outer loadings of each indicator to assess indicator reliability. According to the recommended threshold in PLS-SEM, outer loading values above 0.70 indicate that the indicators adequately represent their respective latent constructs. As shown in Table 4, all indicators achieved satisfactory loading values, ranging from 0.705 to 0.886. The DE construct recorded loadings between 0.705 and 0.835, the SMM construct ranged from 0.757 to 0.858, while the SP construct showed loadings between 0.752 and 0.886. The highest loading was observed for SP6 (0.886), whereas the lowest loading was DE6 (0.705); however, both exceeded the recommended threshold.

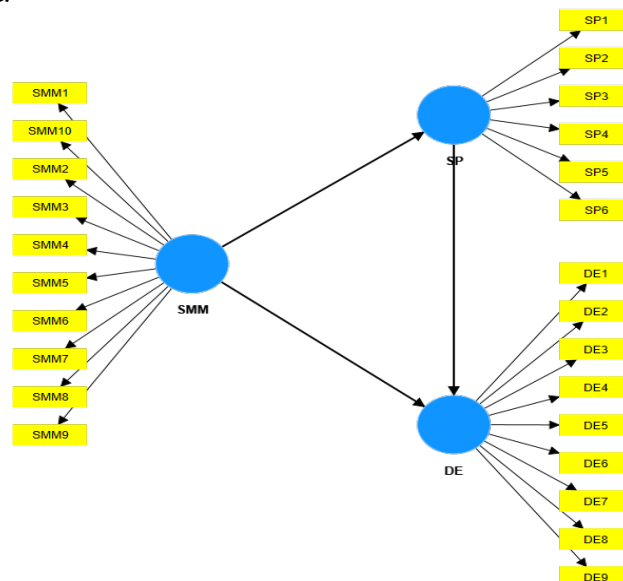


Figure 1. Measurement Model
Source: Data obtained by researchers (2026)

Overall, the results indicate that all measurement indicators possess adequate indicator reliability and sufficiently reflect their corresponding constructs. Therefore, no indicators were removed, and the measurement model met the requirements for further assessment of construct reliability and validity.

Table 5. Construct Reliability and Validity

	Cronbach's alpha	Composite reliability (rho a)	Composite reliability (rho c)	Average variance extracted (AVE)
DE	0,918	0,924	0,932	0,605
SM				
M	0,937	0,942	0,946	0,637
SP	0,889	0,898	0,915	0,643

Source: Data obtained by researchers (2026)

Following the assessment of indicator reliability, construct reliability and convergent validity were evaluated using Cronbach's alpha, composite reliability (ρ_a and ρ_c), and the average variance extracted (AVE). As presented in Table 5, all constructs demonstrated satisfactory internal consistency reliability, with Cronbach's alpha values ranging from 0.889 to 0.937, composite reliability (ρ_a) ranging from 0.898 to 0.942, and composite reliability (ρ_c) ranging from 0.915 to 0.946, all exceeding the recommended threshold of 0.70. Furthermore, the AVE values ranged from 0.605 to 0.643, surpassing the minimum criterion of 0.50. These results confirm that the measurement model exhibits adequate construct reliability and convergent validity, indicating that each construct consistently measures its intended concept and explains more than half of the variance in its respective indicators.

Table 6. Fornell-Larcker-Criterion

	DE	SMM	SP
DE	0,778		
SMM	0,497	0,798	
SP	0,556	0,428	0,802

Source: Data obtained by researchers (2026)

Discriminant validity was first assessed using the Fornell–Larcker criterion. As shown in Table 6, the square root of the AVE for each construct exceeded its correlations with the other constructs. Specifically, the square root of the AVE was 0.778 for DE, 0.798 for SMM, and 0.802 for SP, all of which were higher than the corresponding inter-construct correlations. These findings indicate that each construct shares greater variance with its own indicators than with other constructs, thereby confirming satisfactory discriminant validity based on the Fornell–Larcker criterion.

Table 7. HTMT

	Heterotrait-monotrait ratio (HTMT)
SMM <-> DE	0,514
SP <-> DE	0,606
SP <-> SMM	0,455

Source: Data obtained by researchers (2026)

Discriminant validity was further evaluated using the heterotrait–monotrait ratio (HTMT). As presented in Table 7, all HTMT values were well below the recommended threshold of 0.90, ranging from 0.455 to 0.606. The highest HTMT value was observed between SP and DE (0.606), while the lowest was between SP and SMM (0.455). These findings provide additional evidence that the constructs are empirically distinct from one another, thereby confirming satisfactory discriminant validity of the measurement model.

Table 8. Collinearity Statistics

	VIF
SMM -> DE	1,224
SMM -> SP	1,000
SP -> DE	1,224

Source: Data obtained by researchers (2026)

Before evaluating the structural model, collinearity among the predictor constructs was assessed using the variance inflation factor (VIF). As presented in Table 8, the VIF values ranged from 1.000 to 1.224, which are well below the recommended threshold of 5.00. Specifically, the relationships between SMM and DE (1.224), SMM and SP (1.000), and SP and DE (1.224) all demonstrated low collinearity.

These results indicate that multicollinearity is not a concern in the structural model, confirming that the predictor constructs can reliably estimate their respective path coefficients.

Structural Model Analysis

After confirming that the measurement model satisfied the recommended criteria for reliability and validity, the structural model was evaluated to examine the hypothesized relationships among the constructs. The assessment included the coefficient of determination (R^2), effect size (f^2), and hypothesis testing based on the path coefficients, t-statistics, and p-values obtained through the bootstrapping procedure. These analyses provide evidence regarding the model's explanatory power, predictive capability, and the significance of the proposed relationships.

Table 9. R-Square

	R-square	R-square adjusted
DE	0,392	0,379
SP	0,183	0,175

Source: Data obtained by researchers (2026)

The explanatory power of the structural model was assessed using the coefficient of determination (R^2). As presented in Table 9, the R^2 value for DE was 0.392 (adjusted $R^2 = 0.379$), indicating that SMM and SP jointly explain 39.2% of the variance in DE, while the remaining 60.8% is attributable to other factors not included in the model. Meanwhile, SP achieved an R^2 value of 0.183 (adjusted $R^2 = 0.175$), suggesting that SMM explains 18.3% of the variance in SP, with the remaining 81.7% explained by variables outside the proposed model. Overall, these findings indicate that The model explains 39.2% of the variance in Bootcamp Enrollment Decision, indicating meaningful explanatory power, while 18.3% of the variance in Social Proof is explained by Social Media Marketing. The remaining variance suggests that other determinants not included in the model may also contribute to these outcomes.

Table 10. f-Square

	f-square
SMM -> DE	0,135
SMM -> SP	0,224
SP -> DE	0,237

Source: Data obtained by researchers (2026)

The effect size (f^2) was assessed to determine the contribution of each exogenous construct to the R^2 value of the endogenous constructs. As presented in Table 10, the effect of SMM on DE yielded an f^2 value of 0.135, indicating a small effect size. In contrast, the effects of SMM on SP ($f^2 = 0.224$) and SP on DE ($f^2 = 0.237$) were classified as medium effect sizes. Overall, the findings suggest that SP contributes more substantially to explaining DE than SMM, while SMM demonstrates a moderate contribution in explaining SP.

Hypothesis Testing

The proposed hypotheses were evaluated using the bootstrapping procedure in SmartPLS. The significance of the structural relationships was assessed based on the path coefficients (β), t-statistics, and p-values. Following the recommended criteria, a hypothesis is supported when the t-statistic exceeds 1.96 and the p-value is below 0.05 at the 5% significance level. The results of the hypothesis testing are presented in Table 11.

Table 11. Dirrect Effects

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
SMM -> DE	0,317	0,336	0,143	2,223	0,026
SMM -> SP	0,428	0,437	0,095	4,505	0,000
SP -> DE	0,420	0,413	0,109	3,850	0,000

Source: Data obtained by researchers (2026)

The results of the direct effect analysis are presented in Table 11. The findings indicate that all proposed direct relationships are positive and statistically significant. Specifically, SMM has a positive and significant effect on DE ($\beta = 0.317$, $t = 2.223$, $p = 0.026$), supporting the corresponding hypothesis. SMM also exerts a positive and significant effect on SP ($\beta = 0.428$, $t = 4.505$, $p < 0.001$), representing the strongest direct effect in the model. Furthermore, SP has a positive and significant effect on DE ($\beta = 0.420$, $t = 3.850$, $p < 0.001$), indicating that higher levels of SP are associated with greater DE. Overall, since all path coefficients are positive, the t-statistics exceed the critical value of 1.96, and the p-values are below 0.05, all proposed direct hypotheses are **supported**.

Table 12. Indirect Effect

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
SMM ->					
DE	0,180	0,177	0,053	3,370	0,001

Source: Data obtained by researchers (2026)

The mediation effect was examined by assessing the indirect relationship between SMM and DE through SP. As presented in Table 12, the indirect effect of SMM on DE through SP was positive and statistically significant ($\beta = 0.180$, $t = 3.370$, $p = 0.001$). These findings indicate that SP significantly mediates the relationship between SMM and DE, suggesting that the positive influence of SMM on DE is partially transmitted through SP. Therefore, the proposed mediation hypothesis is supported.

DISCUSSION

Social Media Marketing to Social Proof

The results of the structural model analysis indicate that Social Media Marketing has a positive and significant effect on Social Proof among Dibimbing's audience. Therefore, H1 is accepted. This finding suggests that Dibimbing's social media activities including educational content, interactive communication, alumni testimonials, and success stories effectively strengthen Dibimbing bootcamp enrollees' perceptions of social proof. Exposure to authentic experiences shared through social media increases audiences' confidence in the credibility and quality of the bootcamp. This finding is consistent with Social Learning Theory ([Bandura, 1977](#)), which explains that individuals can form perceptions and behavioral responses by observing the experiences and behaviors of others. In the context of digital bootcamp marketing, social media provides an environment in which audiences can observe alumni testimonials, participant experiences, reviews, and success stories. These observational cues can subsequently function as social proof, providing informational validation when individuals evaluate a service whose quality and outcomes cannot be fully assessed before enrollment. Thus, Social Proof is positioned in this study as a social influence mechanism through which observational information encountered on social media can shape enrollment-related evaluations. Likewise, [Patwa et al. \(2026\)](#) emphasized that businesses can strengthen customer engagement by leveraging social proof through testimonials, recommendations, and online communities.

The positive relationship between Social Media Marketing and Social Proof can be understood through the observational nature of social media environments. Social media does not merely deliver promotional information from the provider; it also exposes audiences to the experiences and behaviors of other users. When Dibimbing's marketing activities make alumni testimonials, participant experiences, and success stories more visible, audiences obtain additional social information that can be used to evaluate the credibility of the bootcamp. From a Social Learning Theory perspective, such exposure allows individuals to learn indirectly from others' experiences, while the observed experiences subsequently provide social validation. Therefore, the significant relationship between SMM and SP indicates that social media marketing can create an environment in which social proof becomes more salient to the audience.

Social Media Marketing to Decision to Enroll in a Bootcamp

The analysis further reveals that Social Media Marketing positively and significantly influences the Decision to Enroll in a Bootcamp, indicating that H2 is accepted. This finding implies that effective

social media marketing has a positive and significant relationship with Bootcamp Enrollment Decision. Informative content, engaging communication, and consistent promotional activities enhance awareness, reduce uncertainty, and increase audiences' willingness to choose Dibimbing's programs. This finding is in line with [Hanaysha, \(2022\)](#), [Rakhmawati, \(2023\)](#), [Ngo et al., \(2026\)](#), who reported that Social Media Marketing significantly influences consumers' purchase decisions by improving information accessibility and customer engagement. Similarly, [\(Hermani et al., 2023\)](#) demonstrated that social media marketing through digital platforms positively affects purchasing decisions by increasing brand awareness and consumer trust. Moreover, [\(Anggara et al., 2024; Dash & Chatterjee, 2025\)](#) concluded that engaging social media content significantly influences purchasing decisions by encouraging consumer interaction and perceived value. These findings confirm that Social Media Marketing serves not only as a promotional tool but also as an important driver of enrollment decisions in educational services.

Social Proof to Decision to Enroll in a Bootcamp

The results also indicate that Social Proof has a positive and significant effect on the Decision to Enroll in a Bootcamp, supporting H3. This finding demonstrates that testimonials, reviews, recommendations, and alumni success stories substantially influence Dibimbing bootcamp enrollees' enrollment decisions. When audiences observe positive experiences from previous participants, they perceive lower risk and higher confidence in the bootcamp's quality, making them more likely to enroll. This finding is consistent with Social Proof Theory [\(Naeem, 2021\)](#), which suggests that individuals rely on the experiences of others when making uncertain decisions. It also supports the findings of [\(Sugiarto & Hanif, 2023\)](#), who found that online reviews and testimonials significantly influence purchasing decisions in digital environments. Likewise, [\(Huang et al., 2025; Sanak-Kosmowska, 2021\)](#) concluded that consumers' buying behavior is strongly shaped by the opinions and experiences of other users shared through online platforms, highlighting the critical role of social proof in digital decision-making.

Beyond statistical significance, the effect size results provide an important insight into the relative contribution of the predictors. Social Proof produced a larger effect size on Bootcamp Enrollment Decision ($f^2 = 0.237$) than the direct effect of Social Media Marketing on Bootcamp Enrollment Decision ($f^2 = 0.135$). This indicates that socially derived information from alumni and other participants may provide a more substantial contribution to respondents' enrollment decisions than the direct promotional influence of social media marketing. This finding is particularly relevant in the context of bootcamp services, where the quality of the learning experience, skill outcomes, and career benefits are difficult to evaluate before enrollment. In such situations, testimonials, reviews, recommendations, and participant experiences may serve as informational cues that reduce uncertainty and strengthen confidence in the enrollment decision. Therefore, the findings suggest that the effectiveness of social media marketing may be strengthened when provider-generated content is accompanied by credible social validation from previous participants.

The Mediating Role of Social Proof

The mediation analysis provides further insight into how Social Media Marketing relates to Bootcamp Enrollment Decision. The indirect effect through Social Proof was positive and statistically significant ($\beta = 0.180$, $t = 3.370$, $p = 0.001$), while the direct effect of Social Media Marketing on Bootcamp Enrollment Decision also remained significant ($\beta = 0.317$, $p = 0.026$). This pattern indicates complementary partial mediation, whereby Social Media Marketing influences enrollment decisions directly while also operating through Social Proof. The finding suggests that social proof does not replace the direct role of social media marketing; rather, it provides an additional pathway through which social media exposure can be translated into enrollment-related decisions. In practical terms, provider-generated marketing content may attract attention and communicate program information, whereas testimonials, reviews, and participant experiences provide additional social validation that strengthens the decision-making process. Furthermore, the findings extend those of [Roethke et al. \(2020\)](#) and [Sugiarto & Hanif \(2023\)](#) by demonstrating that social proof not only directly influences decision-making but also acts as a psychological mechanism through which Social Media Marketing translates into behavioral intentions. This finding also provides an important basis for understanding the mediating role of Social Proof examined in H4, as it indicates that social validation may represent a more influential pathway through which digital marketing communication translates into bootcamp enrollment decisions.

An important finding emerges when comparing the effect sizes of the predictors of Bootcamp Enrollment Decision. Social Proof demonstrates a larger effect size than the direct effect of Social Media Marketing. This suggests that, although Social Media Marketing directly contributes to respondents' enrollment decisions, socially derived information from other participants may provide a more substantial influence on how respondents evaluate and make their enrollment decisions. In the context of digital bootcamp services, where the quality and outcomes of the learning experience cannot be fully assessed before enrollment, testimonials, reviews, participant experiences, and success stories may serve as important forms of social validation that reduce uncertainty and strengthen decision confidence. Thus, the findings suggest that the effectiveness of Social Media Marketing may depend not only on the content delivered by the provider but also on the extent to which social proof generated around the brand reinforces the credibility and attractiveness of the bootcamp.

CONCLUSION

The findings demonstrate that all four hypotheses are supported, confirming that Social Media Marketing plays a significant role in influencing bootcamp enrollment decisions both directly and indirectly through Social Proof. The strongest direct relationship was observed between Social Media Marketing and Social Proof, indicating that Dibimbing's social media activities effectively strengthen perceptions of credibility through socially derived information. Furthermore, Social Proof significantly influences Bootcamp Enrollment Decisions, suggesting that Dibimbing bootcamp enrollees rely heavily on the experiences and recommendations of previous participants when evaluating the credibility of the bootcamp. Although Social Media Marketing also directly affects enrollment decisions, the significant indirect effect through Social Proof highlights the importance of social influence as a mediating mechanism.

These findings are consistent with previous studies which collectively demonstrate that Social Media Marketing enhances consumer engagement, generates Social Proof through user-generated content and electronic word-of-mouth, and ultimately influences consumer decision-making. In the context of Dibimbing, these findings reinforce the importance of integrating informative social media content with authentic alumni testimonials and participant experiences to strengthen Dibimbing bootcamp enrollees confidence and encourage bootcamp enrollment. Furthermore, the results provide empirical support for Social Learning Theory, which explains that individuals learn and make behavioral decisions by observing the experiences of others, and Social Proof Theory, which posits that people tend to follow the actions and recommendations of others when faced with uncertainty. Consequently, this study contributes to the growing literature on digital marketing in educational services by demonstrating that Social Proof serves as a key psychological mechanism linking Social Media Marketing to Bootcamp Enrollment Decisions.

SUGGESTIONS

Practical

The result of this study gives some practical recommendations for digital bootcamp providers especially Dibimbing to enhance their marketing effectiveness and improve enrollment decisions. Bootcamp suppliers should first improve their Social Media Marketing strategies by developing engaging and meaningful content that fulfills the requirements of potential students in terms of career development. Secondly, marketers ought to improve their reliance on Social Proof since it plays a significant role in the decision-making process related to enrollment in bootcamp programs. Given that Social Proof is crucial in the decision-making process regarding enrollment, bootcamp providers ought to consistently emphasize the importance of authentic reviews, feedback from past students and participants of the program, and real successful stories related to their careers. Thirdly, bootcamp suppliers should establish a network of online communities that would help graduates, current participants, and potential students interact.

Online discussions, meetings with alumni, webinars, and creative campaigns in the social media will help enhance the engagement of the audience and increase its social influence. Finally, the providers of the boot camps should be open when communicating the results of the program, including realistic expectations about career opportunities and learning objectives, in order to develop trust and avoid negative image caused by advertising campaigns that fail to meet the standards.

Theoretical

Future research is encouraged to extend this work by exploring other factors that may influence bootcamp enrollment decisions. The study confirms the importance of Social Media Marketing and Social Proof, but other psychological and behavioral factors such as brand trust, perceived value, perceived risk, financial considerations, digital proficiency, and career motivation may provide a better explanation of the participants' decision-making processes. In addition, future research could explore extending the context of the research by including other digital education platforms, online learning providers or different types of professional training programmes in an effort to improve the generalizability of the results.

Comparisons across bootcamp providers or online and offline learning models may offer broader insights into consumer behaviour in digital education services. It also utilize longitudinal approaches to examine changes in participants' perceptions and decisions over time, particularly before and after completion of a bootcamp program. Additionally, qualitative methods, like interviews, or mixed-method research, may provide a deeper understanding of how alumni experiences, testimonials, and online interactions impact bootcamp enrollees' decisions to enroll. Finally, future researchers may consider the inclusion of other theoretical perspectives such as Technology Acceptance Model (TAM), Unified Theory of Acceptance and Use of Technology (UTAUT), or Theory of Planned Behavior (TPB) to provide a more comprehensive explanation of digital learning adoption and enrollment behavior.

LIMITATIONS

This study has several limitations that should be considered when interpreting the findings. First, the study employed purposive sampling and obtained 98 valid responses, which may limit the generalizability of the findings to the broader population of bootcamp participants. Second, the research was conducted within the context of a single bootcamp provider, meaning that the findings may not fully represent audiences of other digital education platforms or bootcamp providers with different characteristics, positioning, and marketing strategies. Third, the study used a cross-sectional research design, so the findings capture respondents' perceptions at a particular point in time and do not explain how Social Media Marketing, Social Proof, and enrollment decisions may change throughout the participant journey. Finally, the proposed model focuses primarily on Social Media Marketing and Social Proof, while other factors such as brand trust, perceived value, perceived risk, financial considerations, and career motivation may also contribute to enrollment decisions. Future studies may therefore employ larger and more diverse samples, compare multiple bootcamp providers, adopt longitudinal designs, and incorporate additional psychological and behavioral variables to provide a more comprehensive explanation of bootcamp enrollment decisions.

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